

A COMPARATIVE STUDY TO INVESTIGATE THE RELATION-  
SHIP BETWEEN PARENTAL INVOLVEMENT IN READING  
AND THE READING ACHIEVEMENT OF HIGH AND  
LOW ACHIEVING FIFTH-GRADE STUDENTS

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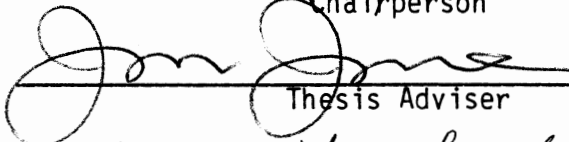
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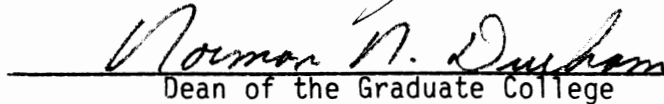
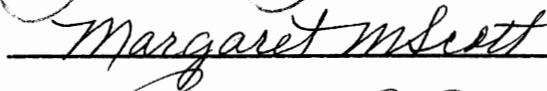
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## CHAPTER I

### PRESENTATION OF THE PROBLEM

#### Introduction

Without question, it has been an acceptable educational practice to rely on the educator for reading instruction (Fitzgerald, 1988). However, this practice has proved to be untenable because it places an overwhelming and unrealistic burden on the educator. In addition, it tends to promote certain assumptions, namely that reading is facilitated only through formal instruction, the home environment has no bearing on a child's learning to read, and parents do not want to be involved in providing those learning experiences that will enhance their child's opportunity to become an effective reader. These assumptions make reference to only the attainment of basic skills rather than promotion of those reading habits that can foster an interest in and love for reading.

Fortunately, these assumptions have been challenged through numerous research efforts. Wahl (1989) found that parents are their child's first teachers. This has been validated by those studies that demonstrate how the mother's language pattern directly influenced their child's language development (Laski, 1988), how parents' questioning style influenced their child's reasoning ability (Tizard, Hughes, Pinkerton, & Carmichael, 1982), and how positive family

processes are associated with the child's acquisition and maintenance of high social and personal competence (Gecus & Schwalbe, 1986; Mac-coby & Martin, 1983).

It may be surmised that a child's language acquisition, cognitive, and social development are interrelated and occur within the context of dynamic and reciprocal interactions between the child and the caregiver (McCormick, 1984). For instance, when considering the role of a parent in facilitating reading acquisition, Durkin (1966) and Jackson (1988) found that parents who acted as role models by reading themselves, who shared experiences with their children and talked with them about the experiences, and who provided their children with materials to explore writing and reading on their own created an environment conducive to learning to read. Within such an environment, positive attitudes toward learning were fostered, parent expectations were revealed, and intellectual awareness was strengthened. Accordingly, parental influence is a core factor in a child's intellectual development (McCall, 1981; Doering, 1976; Rosner & Simon, 1971).

#### Need for the Study

The need for parental involvement in the education of their children is acknowledged. Duff and Adams (1981) indicated that the twenty-first century will demand a high level of competency in reading. Since student reading competence is a mutual concern of both educators and parents, it could serve as a basis for a natural alliance between them.

The report Becoming a Nation of Readers (Anderson, Hiebert, Scott, & Wilkinson, 1985) concluded that "Parents have an obligation to support their children's continued growth as readers" (p. 53). This statement implies that parents are knowledgeable and are skilled in ways of being supportive of their children's learning. Therefore, further study is necessary to ascertain the existence of parental support, and the effect it is having on the reading performance of high and low achieving fifth grade students.

#### Statement of the Problem

The problem of this study is to determine the relationship between parental involvement in reading and the reading performance of high and low achieving fifth-grade students as measured by the California Achievement Test--Level 14, Form E.

#### Definitions of Terms

Fifth grade student is a male or female currently in fifth grade who has not repeated any grade nor has received double promotion at any level in the educational setting.

Reading achievement is defined as achievement on the Reading Test of the California Achievement Tests (CAT), specifically Reading Comprehension and Vocabulary subtests:

Reading Comprehension (California Achievement Tests--Level 14, Form E): Items measure comprehension of reading passages. It tests student ability to extract details, analyze characters, identify main ideas, and interpret events described in the passages. In addition, it tests the student ability to differentiate between writing techniques and between forms of writing (Examiner's Manual, 1985, p. 2).



Vocabulary (California Achievement Tests--Level 14, Form E): Items measure same meaning words, opposite meaning words, multimeaning words, words in context, and the meaning of affixes (Examiner's Manual, 1985, p. 2).

High achiever refers to a student with an instructional level at or above the 85th percentile as measured by the CAT's Reading Test.

Low achiever refers to a student with an instructional level at or below the 35th percentile as measured by the CAT's Reading Test.

Parental involvement in reading refers to verbal encouragement or interaction (Watson, 1938), expectation (Hess, 1984), paired reading (Morgan & Lyon, 1970), listening to the child read (Hannon, 1984), modeling reading behavior (Topping, 1985), answering inquiries about environmental print, discussing textual material and storytelling (Nessel, 1985), library trips, and writing and drawing (Deford, 1980).

### Hypothesis

This study proposes to test the following null hypothesis:

Hypothesis: There is no significant relationship between parental involvement in reading and the reading achievement of high and low achieving fifth grade students as measured by the Reading Comprehension and Vocabulary subtests of the California Achievement Tests--Level 14, Form E.

### Assumptions

1. It is assumed that the administration of the CAT was uniform and that a student's performance on the reading subtest accurately measures reading achievement.

2. It is assumed that the persons responding by mail were those to whom the survey was mailed and/or those whose names appear on the data.

3. It is assumed that the items marked by the respondent are representative of actual occurrences relative to parent involvement in reading.

### Summary

Factors which affect student academic achievement are linked to positive family processes and interactions. Table I lists studies which specify those aspects. Each indirectly reflects parental involvement in student achievement; however, a direct relationship between parental involvement in reading and the reading achievement of high and low achieving fifth grade students must be ascertained.

TABLE I  
SUMMARY OF FACTORS THAT AFFECT STUDENT ACHIEVEMENT

Study	Year	Topic	Findings
Durkin	1966	Children Who Read Early	Parents and/or significant others greatly influence a child's reading behavior.
Jackson	1988	Precocious Readers	
Laski	1988	Training Parents to Use the Natural Language Paradigm to Increase Their Child's Autistic Children's Speech	Mother's language pattern directly influenced her child's language development.
Rosner & Simon	1971	Auditory Analysis Test	Parental influence is a core factor in a child's intellectual development.
Doehring	1976	Acquiring Rapid Reading Responses	
McCall	1981	Nature-Nurture Integration	
Tizard, Hughes, Pinkerton, & Carmichael	1982	Adults' Cognitive Demands at Home and at Nursery School	Parents' questioning styles influence their children's reasoning ability.
Maccoby & Martin	1983	Parent-Child Interaction	Positive family relations significantly influence social and personal competence.
Gecas & Schwalbe	1986	Parent Behavior	

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The studies selected for this review of related literature are reflective of current research in the area of student achievement and the impact that parents have on that achievement. Understandably, the studies do not have a major purpose of presenting a determination of the relationship between parent educational attainment and the reading achievement of fifth grade students nor a determination of the relationship between parental involvement in reading and parent understanding of reading strategies. However, the studies may be reconciled with this study's level of inquiry since each provides pertinent data regarding the effect of parental involvement on student achievement in the elementary school.

#### Family Dynamics and Student Achievement

Research has indicated that family relations are determinants of student academic achievement. The Coleman report (1966) found that family background is of critical importance in school achievement, and that attitudes including self-concept and a sense of control over one's environment, which probably results from home experiences, are highly related to achievement in school. Upon reanalysis of Coleman's

data, Jencks (1972) found that schools with an active PTA chapter had higher average student achievement, regardless of their social background. Yet another study which reanalyzed the data identified three family influences that seemed to determine achievement: (1) students' and parents' expectations of academic performance, (2) the extent to which they engage in activities to support these expectations, and (3) the student's attitude toward hard work as necessary to success (Mayeske, Okada, Cohen, Veaton, & Wisler, 1973).

Rankin (1967) queried what kinds of parent behaviors were related to the school achievement of inner-city elementary school children. In that study, 32 low achievers and 32 high achievers were selected from 241 third and fourth graders at a school in Detroit. Each subject was given the California Achievement Test and the Iowa Test of Basic Skills for the purpose of obtaining an achievement level; and to measure aptitude, the Detroit Primary Learning Aptitude Test and the Beginning First Grade Intelligence Test were administered.

The subjects were ranked according to the difference between their achievement and aptitude scores, from highest achievers to lowest underachievers. Subjects selected for study were from the top and the bottom of the list, excluding those whose mothers were not available for the parent interview.

The parent interview schedule included 123 questions designed to determine whether parents engaged in the kind of behavior thought to have influence on student achievement. The data were then analyzed to see whether the parents of low achievers behaved differently from the parents of high achievers. Data analysis revealed that children who are high achievers are much more likely to have active, interested,

and involved parents than children who are low achievers. It was further found that certain types of behaviors influenced achievement significantly, namely providing experiences for children (playing games, attending church, talking), showing interest in the child's school activities (requiring children to make high marks, talking about school activities, helping with difficult homework), developing the children's interest in reading, and taking the initiative in contacting school personnel (conferring with the principal).

Benson (1979) explored the relationship between family socioeconomic status (SES) and student achievement, specifically whether the amount of time and types of activities parents spend with their children affect student achievement, no matter what the family background. It was hypothesized that high SES parents spend more time with their children and that student achievement is jointly determined by SES and parent time commitment.

Parents of 764 sixth graders in the Oakland, California, public schools were interviewed and filled out a questionnaire. The information received from the interview and questionnaire was divided into eight indices: parent household time availability, mothers' household time, cultural activity, household time, parental involvement and parent control, SES, and student achievement. The latter index was measured by the California Test of Basic Skills.

Prior to the use of the statistical method, SES, achievement levels, and time were divided into high, middle, and low. The statistical methodology used was the correlation of SES level with parent time availability for children and with types of activities. Then patterns of time use were correlated with student achievement, con-

trolling for SES. It was found that on the first seven indices, high SES is related to more time and activities with children, parent control time is not related to SES, and that many low SES families were in the highest activities time category and many high SES families were in the lowest. As far as the relationship between patterns of time use and student achievement was concerned, it was found:

1. In the high SES group, children did well in school performance regardless of parents' attention, but cultural and family group activities help them do better.
2. In the high SES group, family activities, parent control, and parent involvement make a substantial difference on student achievement.
3. In the low SES group, parent time and activities are not related to achievement, although family activities, parent control, and helping with homework did count.

Using the same data of Benson (1979), research was done on the relationship between specific kinds of parent-child interaction and school performance (Benson, Buckley, & Medrich, 1980). Concentration was on the types of interactions that are related to SES level; then, within SES groups, the interactions that are related to achievement. It was hypothesized that according to SES levels, different types of activities have varying effects on achievement.

Parent-child interactions were divided into four types: Everyday Interactions (eating dinner together, doing house or yardwork, shopping and watching television, going to places or events, spending weekend time together), Cultural Enrichment (going to cultural activi-

ties, playing games together, encouraging a hobby, participating in outside programs, reading together at home), Parental Involvement (volunteering, joining and attending school functions), and Control Over Children's Activities (rules about bedtime, chores, homework, television and allowances, freedom to move around outside home, and parental pressure).

Data analysis revealed for all SES groups that cultural activities and parental involvement were significantly related to the child's achievement. Five of the items were particularly related: visits to cultural centers, doing hobbies together, parent-facilitated participation in organized activities, dinnertime patterns, and doing things together on weekends. Bearing relevance to the hypothesis, it was found that among low SES children the effective activities were hobbies, participation in organized activities, having dinner together, and doing things on weekends. Cultural visits, although related to achievement among both high and middle SES children, showed no effect on low SES children. It was concluded that children whose parents spend time with them in educational activities or are involved in school activities achieve more in school, regardless of socioeconomic status, although different types of activities have differing effects on low-income than on middle- or high-income children.

#### School-Instituted Parental Involvement Programs

Research which addressed the use of a comprehensive program of parental involvement was conducted by Gross (1974). In that study over 800 students in grades 1-6 were tested in reading and mathematics



at the end of the 1973-74 school year and their scores were compared with those from the end of the previous year.

Parental involvement consisted of: (1) providing parents with success reports via written notes, fliers, home visits, and telephone calls; (2) holding informal parent group discussions; (3) encouraging parents to contact other parents; (4) sending home ideas for parents to work with children; (5) sending home notices of books, films, television programs and cultural activities; (6) recruiting parents to participate in the afterschool parent program; and (7) organizing parent-teacher mini-workshops. In addition, a continuing education and counseling program was established after school.

All grades showed a significant increase in both reading and math scores. The gains were highest in the early grades, with a 20% increase in first grade students' reading at grade level, descending steadily to a 5.5% increase in sixth grade students' reading at grade level. It was found that the comprehensive program of parental involvement at the large inner-city elementary school produced significant gains in the students' reading and math scores.

Siders and Sledjeski (1978) conducted a study to determine whether a home-based parent involvement reading program would (1) increase the frequency with which parents engaged in reading activities with their children, and (2) improve the children's reading attitudes and achievement. The students were divided into experimental and control groups. The participants were 240 seven- and eight-year-olds. These children were pretested for frequency of home reading activities.

The parental involvement program was then implemented for the experimental group through distribution of a calendar of home reading activities, one month at a time for seven months. The parents and children were then post-tested. The results indicated significant gains in reading achievement from pre- to post-testing were made by both groups, although the experimental group had the higher post-test scores.

Another program advocated parent intervention in the Boston Public Schools who sponsored research of the Public Affairs Research Institute of Wellesley, Massachusetts (1980). By analyzing Boston's Title I Elementary and Enrichment Program, the Middle and High School Program, and the PL 81-874 Programs, it was found that parent-community relations at both elementary and secondary levels improved during the year with the formation of the Parent Advisory Council in most schools. In addition, elementary reading and language arts students had mixed gains; at the middle school level, reading students generally exceeded the expected criterion.

A legislative mandate in Michigan authorized school districts to establish performance contract programs to improve reading. As a result of the mandate, three school districts developed programs with parental involvement components. Gillum's study (1977) sought to measure the program's effectiveness by (1) determining if participating students had higher reading achievements than other students, (2) determining if there was a significant difference in reading achievement among the three performance contracting programs, and (3) comparing three contracts to determine if differences in their parental involvement features accounted for differences in reading achievement.

Two thousand disadvantaged students in grades two through six in 12 schools were pre- and post-tested at the beginning and end of the school year on the Stanford Achievement and the Metropolitan Achievement Tests. Then their post-test scores were compared with national norm tables to determine if their achievement was greater than would have been expected from their pre-test scores.

Parental involvement in each of the districts varied widely since the performance contracts were let to private organizations (behavioral research laboratories), who designed and conducted the special reading programs. District A conducted a community information program for parents and citizens, and each participating school's principal held information meetings during the school year. District B held an open house at the beginning of the year and presented demonstrations of the program at a PTA meeting. District C built an intensive in-service training program for administrators, parents, and teachers into its contract. Forty parent leaders received training, then conducted sessions for other parents on their child's educational program, on cooperation at the school, and on reinforcing the child at home. In addition, both parents and schools received incentive vouchers redeemable for educational materials and parents received stipends for attending meetings.

It was found that the participating students scored significantly higher in reading than was expected, but District C students scored significantly higher than those in Districts A and B. It was concluded that the district with the most comprehensive program scored the greatest gains. It was stated, "For most districts where parent involvement was 'performed' and consisted either of filling out a

questionnaire or attending large group meetings, the achievement of the pupils was similar, but less than the achievement in the district where parents participated in deciding what was taught and had responsibility for working with the teachers and children" (p. 18).

In the analysis at the 1984 NAEP data on homework and reading achievement among thirteen-year-olds in order to assess relationships and problems in drawing conclusions regarding productive school practices, it was found that the relationship between amount of homework and reading achievement is not consistent and varies with the type of community and parental education. For example, the average reading scores of thirteen-year-olds who attend schools in small places were not consistently related to homework when parental education was controlled by tabulating separate scores for those whose parents had some education after high school and those whose parents had completed college. The standard deviation for reading scores in the data set analyzed is 35.57, which indicated that small-place students whose parents completed college and who reported not doing their assigned homework had reading scores nearly a third of a standard deviation below those of small-place students who did their homework. Among small-place students whose parents had only some post-secondary education, however, students who reported doing one hour or more of homework had reading scores only slightly higher than those who reported not doing their homework.

Similarly, average reading scores were not consistently related to homework among students whose parents graduated from college but who differed in metropolitan locations (i.e., communities high or low in socio-economic status). In addition, students whose parents gradu-

ated from college and lived in low metropolitan areas, those who reported doing two hours or more of homework had reading scores about a third of a standard deviation higher than those who did less than an hour of homework.

A cross-tabulation of reading scores by parental education and type of community showed that 28 percent of the students whose parents did not complete high school said they had no homework assigned the previous day, compared with 25 percent of those whose parents had graduated from high school, 22 percent of students whose parents had some college, and 20 percent of those whose parents completed college. Conversely, 10 percent of students whose parents had at least some college reported doing more than two hours of homework, compared with 7 percent of students whose parents had not attended college.

#### Summary

In review of the related literature relevant to the problem of the present study, it was shown how current research, in the area of student achievement, established as well as affirmatively acknowledged the following:

1. Family processes have a direct effect on student achievement.
2. Parental expectations of student school performance highly influence the student's level of expectation.
3. Generally that children who are high achievers are more likely to have parents who are actively involved in their schooling than children who are low achievers.

4. The amount of time spent on reading-related activities, by parents and child, has bearing on student reading achievement.
5. Where comprehensive parental involvement programs are implemented in the educational program, students tend to make academic gains which more than likely would not have been realized through a course of instruction which relied upon the teacher solely.

Therefore, it is logically assumed that parental involvement can only enhance a student's learning potential and in turn bridge the gap between home and school, thus promotive of concerted yet productive efforts toward the student's educational development. Table II reflects studies which confirm this contention through the examination of family dynamics, and Table III outlines school-instituted parental involvement programs that have proven to be beneficial.

TABLE II  
SUMMARY OF FAMILY DYNAMICS AND STUDENT ACHIEVEMENT

Study	Year	Topic	Findings
Coleman	1980	Equality of Educational Opportunity	Family background is of critical importance in school achievement.
Jencks	1972	Quality of Data Collected by the Equality of Educational Opportunity Survey	Regardless of student background, students with parents in the PTA had higher student achievement.
Mayeske et al.	1973	Survey of Achievement of Our Nation's Students	Parent and student expectations and attitudes concerning student academic performance determined achievement.
Rankin	1967	Relationship Between Parent Behavior and Student Achievement	Parents of low achievers behave differently from parents of high achievers, types of behaviors can influence student achievement.
Benson	1979	Family SES and Student Achievement	Parent household time and family activities can make a substantial difference in student achievement, dependent upon the family's SES.
Benson, Buckley, & Medrich	1980	Families as Educators	Parent-child interaction in different types of activities have varying effects on achievement.

TABLE III  
SUMMARY OF COMPREHENSIVE PARENTAL INVOLVEMENT PROGRAMS

Study	Year	Topic	Findings
Cross	1974	Combined Human Efforts in Elevating Achievement	Significant gains in student reading were realized as a result of a comprehensive program which solicited parental involvement in reading.
Gillum	1977	Performance Contracts for Parental Involvement Components	Students in districts with the most comprehensive programs showed the greatest gains in reading.
Siders & Sledjeski	1978	Parental Involvement Develops Child's Attitudes About Reading	Home-based reading programs led to the improved attitudes and reading achievement in their children.
Public Affairs Research Inst. of Wellesley, Mass.	1980	Elementary, Middle, and High School Enrichment Programs	Elementary and secondary school reading students exceeded criterion as parent-community relations improved.
National Assessment of Educational Progress	1984	Homework and Reading Achievement	Parents' education and expectation of students' school performance impacts on reading achievement as a result of parent consistency with the enforcement of homework



## CHAPTER III

### DESIGN AND METHODOLOGY

The purpose of this chapter is to explain in detail the methods and procedures of the present study. Included in this chapter are sections which: (1) state the purpose of the study, (2) describe the sample for the study, (3) describe the instruments used in the study, (4) present the method of data collection, and (5) present the statistical technique used in the treatment of the data.

#### Purpose of the Study

The purpose of the study is to determine if there is a significant relationship between parental involvement in reading and reading achievement of high and low achieving fifth-grade students and reading achievement as measured by the Reading Comprehension and Vocabulary subtests of the California Achievement Tests--Level 14, Form E.

#### Description of the Sample

The sample for this study was taken from a school district in Oklahoma. It has a population of approximately 1,200 students from the pre-kindergarten level to the twelfth grade, and has an ethnic composition of American Indian, Black, Caucasian, and Indochinese

students. Although various ethnic groups were represented, 85 percent of the students were Black.

### Students

There were 85 students in the fifth grade. Of these, a specialized sample was taken, namely the high and low achievers. Group division was based upon the reading comprehension and vocabulary scores from the California Achievement Tests (CAT). Students with scores at or above the 85th percentile in subtests were designated high achievers and students with scores at or below the 35th percentile were designated low achievers.

### Parents

The selection of parents used in this study was accomplished through a self-identifying procedure based upon the selection of students in the specialized sample.

All parents with students in the fifth grade were forwarded letters requesting their participation in this research. Each letter was accompanied with a survey. From those surveys returned, students were divided into high or low groups based upon the reading scores from the California Achievement Tests (CAT). Again, students with scores at or above the 85th percentile will be designated high achievers and those with scores at or below the 35th percentile were designated as low achievers.

### Description of Testing Instruments

The instruments used in this study were of two types. The first

type was an achievement test. This test was selected because it is routinely administered to all students in the school districts that are targeted for this study. The test is the California Achievement Tests, Third Edition, which is a group administered test designed by CTB/McGraw-Hill (1985). The full battery of the test covers the curricular areas of Reading, Mathematics, Language, Science, and Social Studies. Only the Reading Test was considered in this study and those subtest results that were utilized to identify the desired population were Reading Comprehension and Vocabulary.

The second instrument used in this study was a Likert-scaled questionnaire (primarily derived from earlier work by Benson [1979] and by Dix [1976]), the Parental Involvement in Reading Survey. This survey was composed of descriptors drawn from the review of literature that outlined aspects of reading-related behaviors and those that reflect techniques used to promote reading proficiency. Reading-related activities could be viewed as those activities that are complementary to reading. For example, modeling reading in which a parent or significant other reads a newspaper as the child watches or a parent who orally interprets a recipe as the child listens and looks on.

#### Parental Involvement in Reading-- Instrument Examination

In the spring of 1990, the initial Parental Involvement in Reading survey instrument used in this study was submitted to a panel of experts consisting of reading specialists and/or reading teachers. The purpose of this examination by experts was to enhance the existence of content validity.

The panel of experts examined each survey item. Based upon the responses collected from the panel, the structural format was modified, several items were rewritten, and some were modified to promote clarity and readability. In addition, descriptors were provided to ensure the possibility of maximum consistency of response with the hypotheses and content validity.

The final draft of the survey contained 52 items. Items 1 through 3 solicited demographic information, and in items 4 through 52 the respondents had a choice of potential responses to statements containing descriptors of reading. The potential responses were: "Have Not Done," "Several Times A Month," "Several Times A Week," and "Daily." The survey is presented in Appendix A.

The internal consistency of the survey was determined by the application of the Split-Half Method and the Spearman-Brown reliability formula:

$$r_{tt} = \frac{2r_{hh}}{1 + r_{hh}}$$

where

$r_{tt}$  = reliability estimate

$r_{hh}$  = correlation between halves (Sattler, 1986, p. 27).

Since there were 49 survey items which related to the descriptors of reading, statistical treatment of the odd and even numbered items showed there was a 0.9601 Spearman-Brown reliability estimate. It was evidenced that internal consistency reliability supported the use of the survey for this research. Table IV shows the statistical reliability computations.

TABLE IV  
RELIABILITY ANALYSIS  
(SURVEY ITEMS 4-52)

Number of Variables	Mean	Variance	S.D.	Spearman- Brown
49	113.1071	550.4696	23.4621	0.9601

#### Methods of Collecting Data

Parental Involvement in Reading surveys were forwarded to all parents of fifth grade students in the district. A cover letter was included which explained the purpose of the survey and how the data were to be used.

A total of 95 surveys were numerically coded. Of these, ten were undelivered because the parents and students were no longer affiliated with the district; and six were returned either because of parent illness, lack of desire to participate, and/or for unspecified reasons. Therefore, 79 (83%) of the 95 surveys were returned; 47 parents represented students in the high and low achievement groups. Thus, 32 were not used since they did not meet the criteria for inclusion. The asterisks shown on the table in Appendix B indicate those parents used in the study.

There were 47 parent participants in this study. As stated previously, selection of the parent respondents was determined by the criteria established for the student group division. In accordance

with that criteria, of the 47 parents, 23 were representative of the high achievers and 24 were representative of the low achievers.

### Statistical Treatment of Data

Statistical analysis of the collected data was made using the biserial correlation formula below:

$$r_b = \frac{M_p - M_q}{\sigma_t} \times \frac{pq}{y} \quad (\text{Biserial coefficient of correlation})$$

where

$M_p$  = mean of X values for the higher group in the dichotomized variable, the one having more of the ability on which the sample is divided into two subgroups

$M_q$  = mean of X values for the lower group

p = proportion of cases in the higher group

q = proportion of cases in the lower group

y = ordinate of the unit normal-distribution curve at the point of division between segments containing p and q proportions of the cases

$\sigma_t$  = standard deviation of the total sample in the continuously measured variable X (Guilford & Fruchter, 1973).

## CHAPTER IV

### TREATMENT OF DATA AND ANALYSIS OF RESULTS

The purpose of this chapter is to report the statistical analysis of the data gathered from the parents of fifth-grade high and low achievers through the administration of the Parental Involvement in Reading Survey and the Reading Comprehension and Vocabulary subtests of the California Achievement Test--Level 14, Form E. Analysis of the data and computations resulting from the biserial coefficient of correlation are provided.

#### Testing of Hypothesis

The present study addressed the following null hypothesis:

Hypothesis: There is no significant relationship between parental involvement in reading and the reading achievement of high and low achieving fifth-grade students as measured by the Reading Comprehension and Vocabulary subtests of the California Achievement Tests--Level 14, Form E.

A biserial correlation analysis was used to determine if parental involvement in reading showed a significant relationship with reading achievement of high and low achieving fifth-grade students. The results, shown in Table V below, indicate a low correlation (.19574). Therefore, the null hypothesis was accepted.

TABLE V  
BISERIAL CORRELATIONAL ANALYSIS

Items	Overall Mean	Overall Standard Deviation	Proportion in High Group	Proportion in Low Group	Mean for High Group	Mean for Low Group	Correlation Coefficient	Standard Deviation of Correlation Coefficient
4-52	113.356	21.7738	0.48889	0.51111	116.864	110.000	0.19754	0.18107



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary of the Research Study

This study was concerned with determining the relationship between parental involvement in reading and the reading performance of high and low achieving fifth-grade students as measured by the California Achievement Test--Level 14, Form E (CAT). It was conducted in Oklahoma. Seventy-nine parents participated in this study. From that number, 47 surveys were chosen on the basis of student performance in reading in accordance with district criteria for high (at or above the 85th percentile) and low (at or below the 35th percentile) on the CAT. Twenty-three were designated as high achievers and 24 were designated as low achievers. The parental involvement in reading surveys of those students were used.

The biserial coefficient of correlation was used to test the hypothesis, which indicated there was no significant relationship between parental involvement in reading (survey) and the reading achievement (California Achievement Tests) of high and low achieving fifth-grade students.

#### Conclusions

The results of this study indicated there was a very low corre-

lation between parental involvement in reading as measured by the survey instrument, and student reading achievement performance as measured by the comprehension and vocabulary subtests of the CAT. This may be attributed to several factors:

1. Since the ethnicity of the student population was 85 percent Black, the demographics of the respondents were skewed heavily. This dominance promoted homogeneity in the responses.

2. The educational levels of both groups of parent respondents were equally distributed. All except one parent respondent with children in the low group had more than grammar school education. This showed that the educational levels of the respondents were relatively high, and enabled them to hold positions as salespersons, small business owners, educators, etc. Perhaps it may be construed that the respondents' awareness of the role reading plays in their field of employment served as a motivator for their degree of involvement in reading.

3. Parents of low achieving students may tend to exaggerate their involvement in reading when completing the survey.

#### Recommendations for Further Research

1. It is recommended that this study be repeated to verify the results by using a heterogeneous group.

2. It is recommended that the respondents' survey be administered to those fifth-grade students who meet the district's criteria relevant to the CAT for low and high achievers. By extending the participation to those students, this would assist in the verification of the actual level of frequency of parental involvement in reading.

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## APPENDIX A

### SURVEY OF PARENTAL INVOLVEMENT IN READING

**STOP !**

**NOTE  
SPECIAL FILMING  
INSTRUCTIONS**

**SEE DATA SHEET**

**PLEASE NOTE**

Copyrighted materials in this document have not been filmed at the request of the author.\* They are available for consultation, however, in the author's university library.

**Appendix A, 34-37**

**University Microfilms International**

\* per telephone conversation with Angela at UMI, Colbert did not respond to UMI's request for copyright clarification. Therefore Colbert did not restrict this dissertation to an library use and it may be loaned.

Heidi O'Hara  
7-23-92



# Survey of Parental Involvement in Reading

Directions: Please indicate your response by placing a check mark (✓) next to the appropriate response. Thank you for your co-operation.

## 1. Highest Educational Level:

- ☐ 1 Grammar school or less
- ☐ 2 Some high school
- ☐ 3 High school graduate
- ☐ 4 Postsecondary school other than college
- ☐ 5 Some college
- ☐ 6 College degree
- ☐ 7 Some graduate school
- ☐ 8 Graduate degree

## 2. Current Occupation:

- ☐ 1 Unskilled worker, laborer, household help
- ☐ 2 Semiskilled worker (machine operator, etc.)
- ☐ 3 Service worker (fireman, policeman, barber, etc.)
- ☐ 4 Skilled worker or craftsman (carpenter, electrician, plumber, etc.)
- ☐ 5 Salesperson, bookkeeper, secretary, office worker
- ☐ 6 Owner, manager, partner of a small business, farm owner or manager, lower-level government official
- ☐ 7 Professional requiring a bachelor's degree (engineer, elementary or secondary school teacher, etc.)
- ☐ 8 Owner, high-level executive in a large business or high-level government agency
- ☐ 9 Professional with advanced college degree (doctor, lawyer, college professor)
- ☐ 10 Other (please specify ) \_\_\_\_\_

## 3. Marital Status:

- ☐ 1 Single
- ☐ 2 Married
- ☐ 3 Widowed
- ☐ 4 Divorced
- ☐ 5 Other (please specify) \_\_\_\_\_

How many school age children are you rearing (please include biological and stepchildren)? \_\_\_\_

Directions: Consider only this year, for each item listed below. Please indicate how often you have engaged in the following activities with your child. Please circle the number that represents your response. Provide one response for each item.

	Have Not Done 1	Several Times a Month 2	Several Times a Week 3	Daily 4
4. Read books aloud to each other.	1	2	3	4
5. Read riddles to the child.	1	2	3	4
6. Recite riddles with the child.	1	2	3	4
7. Read poems to the child.	1	2	3	4
8. Recite poems with the child.	1	2	3	4
9. Play games together.	1	2	3	4
10. Solve puzzles together.	1	2	3	4
11. Parent and child are both involved in shopping.	1	2	3	4
12. Parent and child are both involved in cooking.	1	2	3	4
13. Parent and child are both involved in selecting television programs to watch.	1	2	3	4
14. Parent uses the dictionary to find the meaning of words.	1	2	3	4
15. Parent encourages the child to use the dictionary to find the meanings of words.	1	2	3	4
16. Parent reads magazine of interest.	1	2	3	4
17. Parent encourages child to read magazines of interest.	1	2	3	4
18. Parent uses books to find specific information (how to repair things or how to prepare a dish).	1	2	3	4
19. Encourages child to use books to find specific information.	1	2	3	4
20. Parent uses the encyclopedia to find detailed information.	1	2	3	4
21. Encourages child to use the encyclopedia to find detailed information on a topic.	1	2	3	4
22. Talks with teacher about child's reading progress.	1	2	3	4

	Have Not Done 1	Several Times a Month 2	Several Times a Week 3	Daily 4
23. Talks with child about his/her reading progress.	1	2	3	4
24. Has a quiet time for reading without television.	1	2	3	4
25. Encourages child to do better in reading.	1	2	3	4
26. Praises child for efforts toward improvement in reading.	1	2	3	4
27. Watches television together and talks about what happened.	1	2	3	4
28. Watches movies together and talks about what happened.	1	2	3	4
29. Listens to storybook recordings together and talks about what happened.	1	2	3	4
30. Parent reads magazine articles to child	1	2	3	4
31. Parent and child both share magazine articles.	1	2	3	4
32. Parent reads book to child and child retells the story.	1	2	3	4
33. Parent tells child creative or made-up stories.	1	2	3	4
34. Encourages child to tell creative stories.	1	2	3	4
35. Writes notes to child (notes about household chores, schedules, appointments, etc.).	1	2	3	4
36. Encourages child to write notes.	1	2	3	4
37. Encourages child to write creative stories.	1	2	3	4
38. Encourages child to draw pictures about his/her own creative stories.	1	2	3	4
39. Encourages child to draw pictures about a story previously heard.	1	2	3	4
40. Goes to the public library to check out books.	1	2	3	4

	Have Not Done 1	Several Times a Month 2	Several Times a Week 3	Daily 4
41. Encourages child to go to the library to check out books.	1	2	3	4
42. Encourages child to go to the school library to check out books.	1	2	3	4
43. Consults book lists for the best books to read.	1	2	3	4
44. Consults child's teacher for the best books for the child to read.	1	2	3	4
45. Read books written for parents who wish to know more about reading and children.	1	2	3	4
46. Buys books for the child.	1	2	3	4
47. Questions child about school subject matter.	1	2	3	4
48. Read child's subject matter and questions child about it.	1	2	3	4
49. Encourages child to ask questions about subject matter.	1	2	3	4
50. Tries to answer child's questions about subject matter.	1	2	3	4
51. Watches television shows which discuss reading topics.	1	2	3	4
52. Assists child with homework involving reading.	1	2	3	4

## APPENDIX B

### PARENTAL INVOLVEMENT IN READING SURVEY RESPONSES

## PARENTAL INVOLVEMENT IN READING QUESTIONNAIRE RESPONSES

	Survey Item Code																													
	ID	Q1	Q2	Q3A	Q3B	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25			
Respondent's Identification Number	75*	5	10	4	1	2	2	2	2	2	4	2	4	4	4	4	4	4	4	4	4	4	4	2	4	1	4			
	33	6	9	2	3	2	3	4	2	1	3	2	3	4	3	2	3	1	3	1	2	2	4	2	3	1	3	4		
	32	3	5	1	3	2	1	1	1	1	3	3	3	3	4	3	4	4	1	2	2	1	1	1	2	1	4	4		
	34	6	9	2	2	4	2	2	2	2	3	2	3	2	3	3	3	3	3	2	2	1	2	2	2	4	3	3		
	35	5	5	1	2	2	1	1	1	1	1	1	1	3	1	2	1	1	2	1	2	1	1	1	2	2	1	3		
	41	5	2	4	3	2	1	1	2	2	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
	37	6	5	2	4	2	1	1	1	2	2	1	3	4	3	3	4	3	2	2	4	4	2	2	2	4	4	4		
	38	3	2	1	2	2	2	2	2	2	2	2	2	3	3	4	2	4	4	4	4	4	2	4	2	2	2	4		
	39	5	2	2	2	1	1	1	1	1	2	2	1	3	2	2	4	4	4	1	2	2	1	1	2	2	3	2	2	
	40	6	5	2	2	3	1	1	2	1	2	2	4	3	2	3	2	2	4	2	4	2	2	2	2	3	1	3	3	
	36	3	3	4	3	3	2	2	3	3	4	2	4	4	4	2	3	3	3	1	4	3	3	1	2	2	4	4	4	
	42	4	1	3	2	1	3	4	3	3	2	3	2	1	4	3	2	3	4	3	2	3	4	2	3	4	3	3	3	
	43	3	10	1	1	2	1	2	2	1	2	2	3	2	3	1	3	1	3	2	3	3	2	3	2	1	4	4	4	
	47	3	10	4	2	2	1	1	1	1	1	1	1	2	2	2	1	2	2	2	1	1	1	1	1	1	2	1	1	
	95	5	5	2	2	2	3	1	1	1	1	3	2	2	4	4	2	3	3	1	1	1	1	2	2	3	2	1	1	
	49	2	8	2	1	1	1	1	1	1	1	3	2	3	2	3	2	2	2	2	2	2	2	3	1	1	1	1	1	
	50	3	5	2	2	2	2	1	1	1	1	2	1	2	2	4	1	2	2	2	1	2	1	2	3	2	1	2	2	
	51	5	2	2	8	4	3	2	3	2	4	3	2	4	3	3	2	4	4	2	4	4	3	3	3	2	4	4	3	3
	54*	2	3	1	3	4	2	3	2	3	2	3	3	1	2	4	4	1	3	3	3	3	4	4	3	2	4	3	3	
	55*	3	5	2	3	2	1	1	1	1	1	2	2	3	2	1	2	4	4	4	1	1	4	4	2	4	1	4	4	
	57*	3	1	4	0	3	3	3	3	1	4	4	3	4	4	3	4	4	4	1	1	4	4	1	1	2	4	4	4	
	59*	2	1	3	6	2	1	1	1	1	2	4	4	4	2	4	2	3	2	2	2	2	2	2	2	2	3	2	2	
	60*	6	8	4	3	3	1	1	1	1	1	2	2	2	2	1	1	2	2	2	4	2	2	2	2	3	1	1	3	
	61	4	2	1	2	1	1	1	1	1	1	1	1	2	2	2	2	1	2	2	2	2	2	2	2	1	2	1	1	
	62*	5	4	2	2	3	1	1	1	1	1	4	3	3	4	4	1	3	4	4	1	4	2	3	2	2	4	3	3	
	64	5	7	2	1	2	1	1	1	1	1	3	1	2	2	3	4	3	3	3	2	3	1	2	2	3	3	3	3	
	63	3	2	2	2	2	1	1	2	1	3	3	3	4	4	3	2	1	2	2	2	4	3	1	2	3	1	2	2	
	68*	3	5	4	3	1	1	1	1	1	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	
	69*	4	8	2	3	3	3	3	3	1	1	1	1	2	4	4	2	3	3	1	2	1	3	2	2	2	1	2	2	
	71*	5	3	1	1	2	1	1	1	1	1	2	2	3	2	2	4	4	2	2	2	4	2	2	2	2	4	3	4	
	72*	3	1	2	2	2	2	1	1	1	4	1	3	2	3	3	4	4	4	3	2	2	2	2	2	2	4	3	4	
	76*	1	2	4	3	2	3	3	2	3	1	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	1	4	4	
	77*	3	2	4	2	1	1	1	1	1	2	2	2	2	2	2	4	4	4	2	2	2	2	1	2	3	3	1	2	
	78*	8	5	2	2	1	1	3	1	1	3	2	4	4	4	3	2	3	4	4	3	3	3	4	3	4	1	3	3	
	79*	3	3	4	2	2	1	1	1	1	1	3	2	4	4	3	4	3	2	4	3	2	2	3	2	4	3	4	2	4
	80*	8	9	4	2	2	1	1	1	2	1	1	1	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	
	81*	3	1	4	5	4	3	2	1	1	4	4	4	4	4	3	3	3	3	3	3	4	3	3	3	3	3	3	4	
	82*	7	2	2	2	2	1	1	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	
	83*	5	5	3	1	1	1	1	1	1	1	1	2	2	3	3	2	3	4	3	4	2	3	2	2	3	3	3	4	
	84*	4	5	2	3	3	1	1	2	1	3	3	4	4	2	2	3	3	3	2	2	3	2	2	3	2	3	3	2	
85*	3	5	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
86*	8	7	2	2	2	1	2	1	3	4	1	4	4	4	4	4	2	4	1	4	2	2	2	2	2	3	4	4		
87*	3	6	1	2	4	4	4	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	4	1	4	4		
88*	8	8	2	2	1	1	1	1	1	2	1	2	3	2	1	2	3	2	2	2	1	2	1	2	2	3	3	3		
90	3	6	2	3	2	1	1	1	1	2	2	4	4	2	4	4	4	4	4	4	4	4	4	2	2	2	4	4		
91	3	6	2	3	2	1	1	1	1	2	2	4	4	2	4	4	4	4	4	4	4	4	4	2	2	2	4	4		
92	3	5	2	1	3	3	3	3	3	1	2	2	2	2	1	1	1	1	1	1	1	2	1	1	1	1	1	1		
93	2	2	1	2	3	3	2	4	2	2	4	4	4	1	4	4	4	4	2	4	4	4	4	2	4	4	4	4		
25	3	2	1	3	1	1	1	2	1	2	2	4	4	2	3	4	3	1	2	3	3	2	3	2	1	1	4	4		
26	7	7	4	3	1	1	1	1	1	2	2	2	2	2	2	3	2	2	2	2	2	2	1	1	3	1	3	3		
27	8	7	2	3	2	2	2	2	2	1	2	2	2	3	1	2	2	2	1	3	3	2	2	1	1	2	2	2		
29	6	3	2	2	1	1	1	1	1	1	2	2	3	3	4	3	4	2	3	3	4	3	4	1	3	4	3	3		
31	6	9	4	3	2	3	3	2	2	4	4	2	4	4	4	3	3	4	3	2	3	2	3	2	4	2	4	4		
45	3	10	4	3	2	1	1	1	1	2	1	2	1	2	1	2	1	1	1	2	3	1	1	1	1	1	1	1		
0+	8	7	4	2	3	1	1	1	1	2	1	2	3	4	3	3	3	2	3	2	2	2	2	2	3	3	3	3		
2+	5	2	2	1	2	1	1	2	2	4	1	3	4	4	4	4	4	4	3	2	3	2	2	3	4	1	4	4		
3+	5	2	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	1	2	2	1	2	1	1	1	1	1		
11+	2	1	3	4	3	3	2	2	4	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
5+	8	9	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	2	3	2	3	2	2	2		
6+	6	7	2	2	1	1	1	1	1	2	1	3	1																	



## VITA

Doretha Marie Guion Colbert

Candidate for the Degree of

Doctor of Education

Thesis: A COMPARATIVE STUDY TO INVESTIGATE THE RELATIONSHIP  
BETWEEN PARENTAL INVOLVEMENT IN READING AND THE  
READING ACHIEVEMENT OF HIGH AND LOW ACHIEVING  
FIFTH-GRADE STUDENTS

Major Field: Curriculum and Instruction

### Biographical:

Personal Data: Born in Plant City, Florida, February 20, 1953,  
the daughter of Melvin and Doretha Woodard Guion.

Education: Graduated from Plant City High School, Plant City,  
Florida, in June, 1971; received the Bachelor of Arts degree  
in Education from Kentucky State University, Frankfort, Ken-  
tucky, in May, 1976; received the Master of Arts in Educa-  
tion degree from Eastern Kentucky University, Richmond, Ken-  
tucky, in May, 1977; completed requirements for the Doctor  
of Education degree from Oklahoma State University in July,  
1990.

Professional Experience: Taught kindergarten, fifth and sixth  
grades, and special education for the Chicago Public Schools  
in Chicago, Illinois, from 1976 to 1980, and from 1982 to  
1983; taught fifth grade and special education for the Okla-  
homa City Public Schools in Oklahoma City, Oklahoma, from  
1980 to 1982, and from 1986 to 1988; Instructor at Langston  
University in Langston, Oklahoma, from 1985 to 1986; Lec-  
turer, Teaching Assistant, and Teaching Associate at Okla-  
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